

# Childminder report

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Inspection date: 28 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children have formed strong and trusting relationships with the cheerful, welcoming childminder. They arrive happy and eager to explore the safe and stimulating home-from-home environment. Children confidently wave goodbye to their parents and become instantly engaged with the toys and activities.

Children demonstrate very good concentration and focus. They are motivated and persevere as they try out their ideas. For instance, children become fascinated by how ice melts when they pour water over it. Their infectious laughter fills the room as they discover how to make toy bears pop out of a cup. Children build their skills and knowledge to become successful learners for the future.

Children learn to follow simple rules. For example, they help to tidy away their toys when they have finished playing. Children receive praise from the childminder, who has high expectations of their behaviour. They are relaxed, content and confident that their needs will be quickly met by the childminder, who puts their interests at the heart of her practice.

Children delight in spending time playing with a wide range of toys and resources. They enjoy walks, where they can climb trees, run across the fields, and say 'hello' to the chickens. The day is punctuated with the sounds of excited chatter and laughter as children enjoy high-quality interactions with the childminder and their friends.

## What does the early years setting do well and what does it need to do better?

- The childminder is a kind and thoughtful practitioner. She actively seeks the views of parents to help her reflect and evaluate her practice. The childminder updates her knowledge and skills, for example by attending training courses, to help her maintain quality and consistency in the education and care of children.
- The childminder makes astute assessments of what children know, their interests and what they can do. She uses this information to provide a stimulating and well-sequenced curriculum. Children become deeply involved and engaged in activities.
- Children develop their communication and language skills well. The childminder encourages them to learn new words while they are deeply focused and involved in their play. For instance, during a water activity, children repeat words as they describe ice and watch it melt. The childminder listens to them carefully and gives them time to respond to her questions.
- The childminder instils a love of the outdoors and exercise. Young children challenge their steadiness, coordination and strength as they climb, slide and balance on equipment in the playground. They enjoy moving and gaining control

of their muscles as they walk through the woods or dance to music. The childminder provides activities to increase their dexterity and fine motor skills, such as using tongs to pick up small objects.

- The childminder has effective systems in place to help children keep safe. For instance, she keeps written records of any accidents and injuries. Although the childminder gains written consent from parents for the administration of medications to their children, on occasions she does not gather detailed information.
- The childminder uses age-appropriate activities and language to help children understand the needs of others. For example, she demonstrates how to share and take turns in playful and meaningful ways. When children are kind and helpful, the childminder is quick to praise and recognise their positive behaviour. Children begin to develop their self-esteem and empathy.
- Children love singing with the childminder. They eagerly choose their favourite songs and join in with the actions and rhymes. Children use musical instruments to develop their sense of rhythm as they play along to music. The childminder introduces them to number rhymes as they begin to count from one to five.
- Children learn about the world around them as they explore the nearby fields, woods and garden. They make marks in the mud as they 'draw' with sticks. The childminder talks about the 'foggy' day, as young children become aware of the weather. This helps children understand and notice changes in the natural environment.
- Children learn to be healthy and practise good hygiene routines. For example, they wash their hands before eating. The childminder plans healthy snacks and food for the children to enjoy. Children demonstrate their independence skills, for example when they eat their lunch using cutlery.
- Parents praise the childminder for the care and attention their children receive. The childminder shares effective and regular communication with them. For example, she shares ideas with parents so they can continue to support their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe. She recognises the signs and symptoms of abuse and neglect. The childminder knows how to refer any concerns she might have about children's welfare or safety. She attends regular training to update her knowledge of safeguarding, and has written child protection policies in place. The childminder shares information with parents and other professionals as required. She knows about some wider safeguarding issues, such as preventing children becoming exposed to extreme views. The childminder helps children learn to keep themselves safe, for example by teaching them how to cross the road safely.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- ensure that information provided by parents about the administration of children's medicine is sufficiently detailed.

## Setting details

<b>Unique reference number</b>	EY465828
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063837
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	26 November 2015

## Information about this early years setting

The childminder registered in 2013 and lives in Goudhurst, Kent. She operates Monday to Friday from 7.30am to 6.30pm all year round. The childminder may provide weekend care upon request and is able to provide overnight care for two children under the age of eight years. She has an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Alison Martin

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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